

English 102 (English Composition II)

Course Description: As stated in the *Nicholls State University Bulletin*, English 102 provides “[f]urther development of expository writing and critical thinking, with an introduction to research and the literary genres.” A grade of C or better in ENGL 102 is required for graduation.

Required Texts: The Allyn & Bacon Guide to Writing Concise 5th ed. Eds. Ramage, Bean, Johnson **and** The Glass Castle by Jeannette Walls (memoir) ISBN 978-0-7432-4754-2 or 0-7432-4754

Other Supplies: Loose-leaf paper for in-class work, manila folders (approx. 3) for turning in work, access to the Internet (Blackboard, email), reserve materials from Ellender Library.

General Education Student Learning Outcomes

English 102, a core curriculum course, fulfills three hours of the nine-hour general education requirement in the core proficiency skill area of writing and is designed to enable students to meet the following outcomes:

Graduates will be able to

- use the English language effectively, writing with clarity, coherence, and persuasiveness.
- understand, analyze, and evaluate readings from a variety of texts and apply that learning to academic, personal, and professional contexts.
- think critically, independently, and creatively so that they can make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- locate, access, analyze, and utilize information that facilitates learning and critical inquiry and adhere to the standards of academic honesty in their use of that information.

For further explanation, go to http://www.nicholls.edu/gened/goals_objectives.html.

The University has determined that completion of English 102 with a minimum of a “C” fulfills basic competency in writing—a competency that must be reinforced through further development through the writing-intensive requirement and through study in the major. English 102 meets these goals by the following course-specific student learning outcomes:

Course Objectives: To facilitate student learning, the instructor will

- Help students expand writing skills from the simple expository assignments of English 101 to the more demanding argumentative essays requiring independent thought, critical thinking, and application skills
- Introduce methods of critical analysis and argument for the development of analytical and argumentative skills
- Teach methods of research and the writing of the research paper
- Aid students in the continuing development of mechanical competence, concentrating on improving diction, sentence variety, style, and other advanced strategies of effective writing
- Encourage the use of independent, outside research and reading to support ideas
- Introduce students to literature for the purpose of appreciation and to encourage awareness of cultural diversity and an examination of issues concerning personal values, ethics, and social awareness

Course Requirements: Required work in this course includes essays, a book test, and daily work.

1. **Essays:** Students will write 4 essays plus a final exam. Anyone who does not turn in an essay will receive a zero for that essay’s grade, which makes passing the course highly unlikely.

2. **Book test:** Students will take an objective book test. Reading a book is a requirement of English 102, and the final exam will be based on the book. Any student who makes less than a 70% on the book test will not be allowed to take the final exam and will receive a zero for that final exam grade.
3. **Daily work:** Daily work may consist of quizzes, homework, and other work as assigned by the instructor.
4. **Attendance:** Attendance is a requirement of the course. See the **Attendance Policy** below for details.

Grade Breakdown (details):

Essay 1	10%
Essay 2	15%
Essay 3	20%
Essay 4	35% (research project)
Final Exam	10%
Daily Grade	10% (includes attendance)

Final grades are determined by converting percentage to a letter grade using the 10-point scale below:

<u>Percent</u>	<u>Final grade</u>
100-90	A
89-80	B
79-70	C
69-60	D
59-below	F

Blackboard and Email: I use Blackboard in this course to post various materials (announcements, topics, writing exercises, etc.); however, not all information given in class will be posted on Blackboard. Feel free to communicate with me via your campus email. Below are instructions for logging in to Blackboard and email:

To log in to Blackboard, go to www.nicholls.edu. Under the **Current Students** menu item, click on **Blackboard**. Follow the log-in instructions in the gray box on the right side of the page. Once you're logged in, click on our class's name - **ENGLISH COMPOSITION II**. You will see any announcements I've posted as well as various menu items on the left side of the page.

To log in to your NSU email, go to www.nicholls.edu. Under the **Current Students** menu item, click on **Student E-mail System**. Click on **Go** and then enter your username and password (same as for Blackboard).

Methods of Evaluation: One portion of the English Department Grading Policy lists major grammatical errors and the penalties for those errors (3-4 comma splices = F, for example). While such a policy can make grading quick and simple, it also can lead students to believe that errors are their only concern in a writing class; however, good grading is never quick and simple, and good writing is much more complicated than simply avoiding errors. Though avoidance of errors is important, equally important are matters of content, organization and style. Even the seemingly basic skill of following assignment guidelines is taken into consideration when an instructor assigns a grade. Before students turn in their first essay and as needed throughout the semester, we will discuss grading criteria. Students will know their instructor's expectations and be given instruction on meeting (and ideally exceeding) those expectations.

Grading: Essays will be graded as to how well they meet the assignment requirements, as to the quality and organization of the thoughts presented, as to how well syntax and diction complement the thoughts, and as to the degree of grammatical and mechanical competency achieved. Students should note that grading is *progressive*. For example, a paper that warrants a C at the beginning of the semester may not

warrant a C at the end of the semester if the student has shown no improvement in areas of deficiency.

The Writing Process: Too often, both students and instructors treat essays as make-or-break, one-shot deals, seeing each paper as an opportunity to either get it right or get it wrong. As a result, writing can become a frustrating, stressful chore. While I can't promise frustration- and stress-free writing situations in this class, I can introduce you to writing as a *process*, a series of steps toward a definite goal. The process may have different steps for different essays, but the overall idea is that good writing doesn't occur magically; it takes constant, careful work through steps like drafts, workshops, conferences, and revisions. We will take some of these steps together as a class, but you as writing students also must take responsibility for finding your own ways to improve. Ideally, the feedback you get from your writing should give you concrete places to begin this improvement, and as the semester progresses, you should find yourself becoming a more confident writer.

ENGLISH 102

WEEK 1

Course introduction; in-class writing assignment; **Homework:** Fill out student data sheet (see **Homework** folder under the **Assignments** menu item); also print syllabus (menu item titled **Syllabus**) and bring it to the second class meeting

Turn in data sheet; discuss syllabus; discuss reading and writing about literature; **Homework:** See **Assignments-Reading-Short Stories** folder, and print the first two short stories ("Prairie Dogs" and "Impersonating Elvis"), read them, and be prepared for a quiz and discussion; read textbook chapter titled "Analyzing Short Fiction"

WEEK 2

Quiz and discussion of "Prairie Dogs" and "Impersonating Elvis"; **Homework:** See **Assignments-Reading-Short Stories** folder, and print the last short story, "Killings," read it, and be prepared for a quiz and discussion

Quiz and discussion of "Killings"; **Homework:** Print and read information in **Essay 1** folder on Blackboard; bring this information to next class meeting

WEEK 3

Discuss Essay 1 topic; discuss body paragraph content, using quotations and documenting sources; grammar review

WEEK 4

Essay 1 due; **Homework:** In your textbook, read the chapter titled "Analyzing Images"

Begin discussing chapter titled "Analyzing Images"; **Homework:** Read student essay by Stephen Bean "How Cigarette Advertisers Address the Stigma Against Smoking: A Tale of Two Ads" at the end of the chapter titled "Analyzing Images"

WEEK 5

Discuss introduction and body paragraphs of Essay 2; **Homework:** Select your ads and complete homework assignment as directed in class

Continue discussing Essay 2; return and discuss graded Essay 1; grammar review

WEEK 6

Essay 2 due; preview Essay 3 (in-class essay); **Homework:** Read chapters titled "Reading Rhetorically" and "Writing a Classical Argument"; be sure to read all sample essays in the chapter; focus most on the sample essay titled "On Teenagers and Tattoos"

Continue discussing chapters; discuss Essay 3 topic

WEEK 7

Create outline for Essay 3 in class; discuss in-class writing techniques

Begin writing Essay 3 in class; **Homework:** See the item titled "**Thinking**" in the **Essay 3** folder under the **Assignments** menu item; use your textbook as directed to analyze and take notes on the three texts to bring with you for the last day of in-class writing

WEEK 8

Finish writing Essay 3 in class

Begin discussing research project (Essay 4); **begin meeting in computer lab (Powell 110)**

WEEK 9

Continue discussing research project; **Homework:** Begin reading chapters titled "Writing an Exploratory Essay," "Evaluating Sources," and "Citing and Documenting Sources"

Return graded Essay 3; Essay 4 proposal due today; discuss audience and claim; discuss writing an annotated bibliography

WEEK 10

Work on argument frame; discuss finding and using evidence to support reasons; spend class time finding and evaluating sources for annotated bibliography and Essay 4

WEEK 11

Essay 4 introduction draft due

Essay 4 annotated bibliography due *at the beginning of class*; review quoting sources and creating a Works Cited page

WEEK 12

Last class day to discuss Essay 4; preview book test on The Glass Castle

Return to regular classroom; book test on The Glass Castle; **Essay 4 due no later than noon** - if you do not bring it to class, you must bring it to my office, **121-I Peltier**

WEEK 13

Last day of class; discuss The Glass Castle and prepare for final exam